



August 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards known as *Learning Results*. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure academic achievement. This year, the mathematics portion of the SAT Reasoning Test™ was augmented with 11 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. The assessment continues to include science testing, which resumed last year after a two-year hiatus. The combined set of tests comprises the Maine High School Assessment (MHSA).

These 2008-2009 Maine High School Assessment Summary Reports contain the results of student performance in critical reading, mathematics, writing, and science reported according to the academic standards described above and disaggregated by student and school characteristics. The MHSA achievement level standards for the 2009 critical reading, writing, mathematics and science sections of the MHSA were determined by Maine educators with specific expertise within the content areas. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores from the SAT may also be used for college admission by most students, they may not be used for that purpose if a student received accommodations during the test administration that exceeded those made available by the College Board.

These results reflect scores based on SAT, Math-A, and Science test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The MHSA employs an assessment design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science questions, and in all subjects, select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: http://www.maine.gov/education/sat_initiative/.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron
Commissioner of Education



High School Report

Test Date: May 2009
Code: 12541750
SAU: MSAD 60
School: Noble High School

Contents of the Report

The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
Critical Reading Results	4-5
Mathematics Results	6-7
Writing Results	8-9
Science Results	10-11

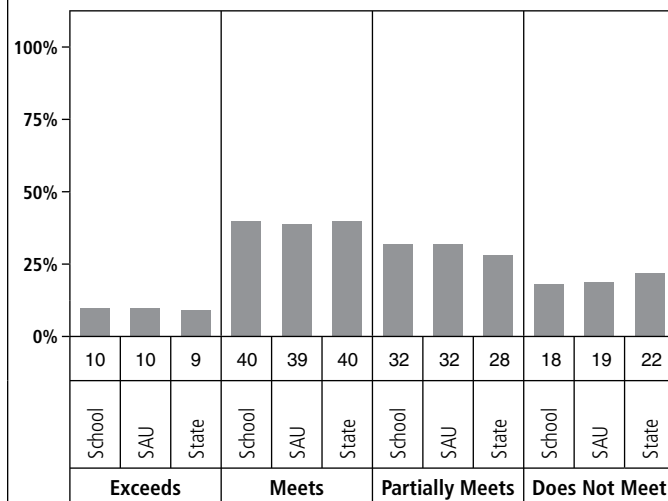
SUMMARY OF SCORES

Test Date: May 2009
SAU: MSAD 60
School: Noble High School

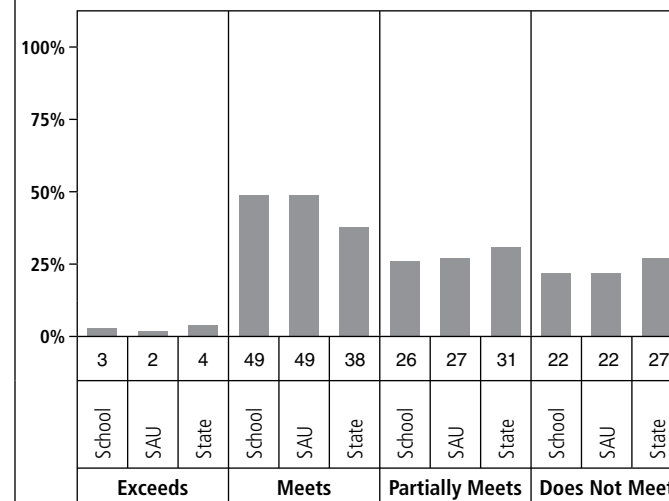
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
Critical Reading			
2006–2007	1140	1140	1141
2007–2008	1141	1141	1141
2008–2009	1142	1142	1141
Cum Average*	1141	1141	1141
Mathematics			
2006–2007	1141	1141	1140
2007–2008	1142	1142	1141
2008–2009	1142	1142	1141
Cum Average*	1142	1142	1141
Writing			
2006–2007	1140	1140	1141
2007–2008	1141	1140	1140
2008–2009	1142	1142	1140
Cum Average*	1141	1141	1140
Science 2008–2009**	1141	1141	1140

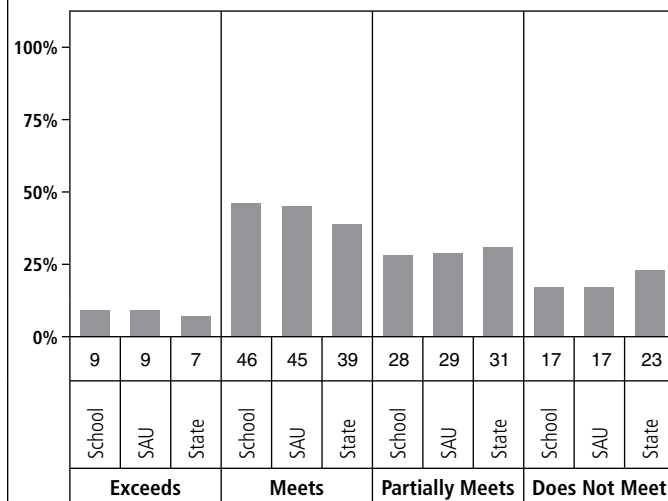
CRITICAL READING



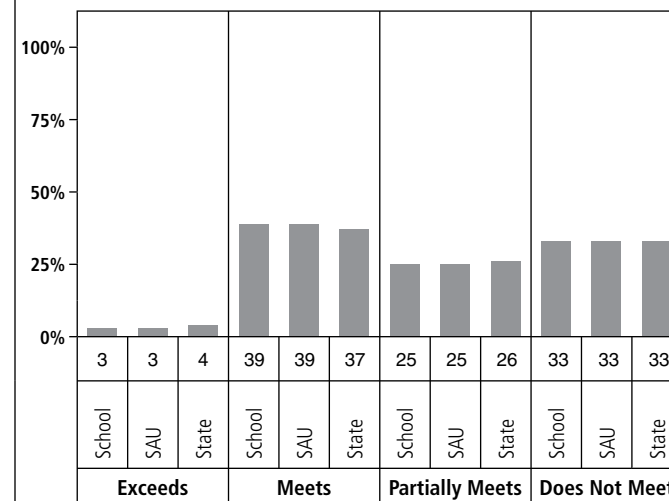
MATHEMATICS



WRITING



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

**Because science standards were reset in May 2009, no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2009
SAU: MSAD 60
School: Noble High School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students	241	100	239	100	15632	100	233	97	231	97	14928	96	239	99	237	99	15274	98	234	97	232	97	14926	96	236	98	234	98	15079	97
Ethnicity African American/Black	1	0	1	0	341	2	1	100	1	100	310	91	1	100	1	100	322	95	1	100	1	100	309	91	1	100	1	100	317	93
American Indian or Native Alaskan	0	0	0	0	111	1	0	0	0	0	101	91	0	0	0	0	107	96	0	0	0	0	101	91	0	0	0	0	103	93
Asian or Pacific Islander	4	2	4	2	241	2	4	100	4	100	221	92	4	100	4	100	229	95	4	100	4	100	221	92	4	100	4	100	227	94
Hispanic	2	1	2	1	166	1	2	100	2	100	156	94	2	100	2	100	162	98	2	100	2	100	156	94	1	50	1	50	155	93
Caucasian/White	234	97	232	97	14773	95	226	97	224	97	14140	96	232	99	230	99	14454	98	227	97	225	97	14139	96	230	98	228	98	14277	97
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	47	20	48	20	2327	15	44	94	45	94	2108	91	46	98	47	98	2200	95	44	94	45	94	2099	91	45	96	46	96	2140	92
Current LEP	1	0	1	0	262	2	1	100	1	100	232	89	1	100	1	100	246	94	1	100	1	100	231	88	1	100	1	100	240	92
Economically disadvantaged	53	22	53	22	4634	30	48	91	48	91	4263	92	52	98	52	98	4451	96	49	92	49	92	4262	92	52	98	52	98	4383	95
Migrant	0	0	0	0	5	0	0	0	0	0	4	80	0	0	0	0	5	100	0	0	0	0	4	80	0	0	0	0	5	100

MODE OF PARTICIPATION ³	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N		N		N		N		N		N		N		N		N		N		N		N	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Participation without accommodations	197	82	194	81	13079	84	203	84	200	84	13417	86	198	82	195	82	13084	84	201	83	198	83	13288	85
Identified disability (PET/IEP)	15	8	15	8	727	6	17	8	17	9	814	6	15	8	15	8	725	6	17	8	17	9	802	6
LEP	1	1	1	1	170	1	1	0	1	1	181	1	1	1	1	1	170	1	1	0	1	1	177	1
504 plan	0	0	0	0	238	2	0	0	0	0	245	2	0	0	0	0	238	2	0	0	0	0	241	2
Participation with accommodations	36	15	37	15	1626	10	36	15	37	15	1636	10	36	15	37	15	1624	10	35	15	36	15	1579	10
Identified disability (PET/IEP)	29	81	30	81	1158	71	29	81	30	81	1165	71	29	81	30	81	1156	71	28	80	29	81	1126	71
LEP	0	0	0	0	56	3	0	0	0	0	59	4	0	0	0	0	55	3	0	0	0	0	57	4
504 plan	0	0	0	0	79	5	0	0	0	0	79	5	0	0	0	0	80	5	0	0	0	0	77	5
Other	7	19	7	19	360	22	7	19	7	19	360	22	7	19	7	19	360	22	7	20	7	19	345	22
Participation through alternate assessment (PAAP)	0	0	0	0	223	1	0	0	0	0	221	1	0	0	0	0	218	1	0	0	0	0	212	1
Identified disability (PET/IEP)	0	0	0	0	223	100	0	0	0	0	221	100	0	0	0	0	218	100	0	0	0	0	212	100
LEP	0	0	0	0	6	3	0	0	0	0	6	3	0	0	0	0	6	3	0	0	0	0	6	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0																		
Approved non-participation – special consideration	0	0	0	0	24	0	0	0	0	0	34	0	0	0	0	0	24	0	0	0	0	0	26	0
Non-participation – other	8	3	8	3	680	4	2	1	2	1	324	2	7	3	7	3	682	4	5	2	5	2	527	3

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

CRITICAL READING RESULTS

Test Date: May 2009
 SAU: MSAD 60
 School: Noble High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1162-1180)	2006-2007	15	6	15	7	1168	8
	2007-2008	11	5	11	5	1184	8
	2008-2009	24	10	23	10	1339	9
	Cum. Total*	50	7	49	7	3691	8
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1142-1160)	2006-2007	91	39	86	38	5714	38
	2007-2008	116	48	116	48	5885	40
	2008-2009	92	40	90	39	5897	40
	Cum. Total*	299	42	292	42	17496	40
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1130-1140)	2006-2007	66	28	63	28	4728	31
	2007-2008	82	34	82	34	4093	28
	2008-2009	74	32	74	32	4169	28
	Cum. Total*	222	31	219	31	12990	29
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2006-2007	61	26	60	27	3444	23
	2007-2008	32	13	33	14	3417	23
	2008-2009	42	18	43	19	3255	22
	Cum. Total*	135	19	136	20	10116	23

CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009
SAU: MSAD 60
School: Noble High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	232	24	10	92	40	74	32	42	18	1142	230	10	39	32	19	1142	14660	9	40	28	22	1141
Ethnicity																						
African American/Black	1										1						303	3	23	27	47	1133
American Indian or Native Alaskan	0										0						100	5	27	30	38	1135
Asian or Pacific Islander	4										4						219	11	34	28	26	1141
Hispanic	2										2						151	3	34	33	30	1137
Caucasian/White	225	23	10	90	40	72	32	40	18	1142	223	10	39	32	18	1142	13887	9	41	28	21	1141
Not Reported	0										0						0					
Identified disability																						
Yes	44	3	7	3	7	15	34	23	52	1130	45	7	7	33	53	1129	1865	1	11	24	64	1127
No	188	21	11	89	47	59	31	19	10	1145	185	11	47	32	10	1145	12795	10	45	29	16	1143
Current LEP																						
Yes	1										1						225	0	9	22	68	1126
No	231	24	10	92	40	74	32	41	18	1142	229	10	39	32	18	1142	14435	9	41	29	21	1141
Economically disadvantaged																						
Yes	48	3	6	13	27	21	44	11	23	1139	48	6	27	44	23	1139	4120	3	30	32	35	1136
No	184	21	11	79	43	53	29	31	17	1143	182	11	42	29	18	1143	10540	11	44	27	17	1143
Migrant																						
Yes	0										0						3					
No	232	24	10	92	40	74	32	42	18	1142	230	10	39	32	19	1142	14657	9	40	28	22	1141
Gender																						
Female	114	8	7	53	46	37	32	16	14	1143	112	7	46	33	14	1143	7098	10	43	29	18	1142
Male	118	16	14	39	33	37	31	26	22	1142	118	13	33	31	23	1141	7562	9	37	28	26	1140
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						291	3	28	28	41	1135
No	232	24	10	92	40	74	32	42	18	1142	230	10	39	32	19	1142	14369	9	40	28	22	1141
Gifted/talented program																						
Yes	1										1						520	52	45	3	1	1161
No	231	24	10	91	39	74	32	42	18	1142	229	10	39	32	19	1142	14140	8	40	29	23	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

Test Date: May 2009
SAU: MSAD 60
School: Noble High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

STUDENTS AT EACH ACHIEVEMENT LEVEL

		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1162-1180)	2006-2007	6	3	6	3	578	4
	2007-2008	7	3	7	3	637	4
	2008-2009	6	3	5	2	596	4
	Cum. Total*	19	3	18	3	1811	4
Meets the Standards – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1142-1160)	2006-2007	90	38	85	37	5481	36
	2007-2008	111	45	111	45	5508	37
	2008-2009	117	49	115	49	5674	38
	Cum. Total*	318	44	311	43	16663	37
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1134-1140)	2006-2007	82	34	79	34	4754	31
	2007-2008	81	33	81	33	5065	34
	2008-2009	63	26	63	27	4622	31
	Cum. Total*	226	31	223	31	14441	32
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007	61	26	60	26	4607	30
	2007-2008	48	19	50	20	3660	25
	2008-2009	52	22	53	22	4116	27
	Cum. Total*	161	22	163	23	12383	27

MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009
SAU: MSAD 60
School: Noble High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	238	6	3	117	49	63	26	52	22	1142	236	2	49	27	22	1142	15008	4	38	31	27	1141
Ethnicity																						
African American/Black	1										1						315	1	15	29	56	1134
American Indian or Native Alaskan	0										0						106	1	20	31	48	1134
Asian or Pacific Islander	4										4						227	11	41	28	21	1144
Hispanic	2										2						157	1	27	25	46	1136
Caucasian/White	231	5	2	115	50	60	26	51	22	1142	229	2	49	26	23	1142	14203	4	39	31	27	1141
Not Reported	0										0						0					
Identified disability																						
Yes	46	1	2	8	17	11	24	26	57	1134	47	2	17	23	57	1134	1959	0	7	19	73	1130
No	192	5	3	109	57	52	27	26	14	1144	189	2	57	28	14	1144	13049	5	42	33	21	1142
Current LEP																						
Yes	1										1						239	0	14	24	62	1132
No	237	6	3	117	49	63	27	51	22	1142	235	2	49	27	22	1142	14769	4	38	31	27	1141
Economically disadvantaged																						
Yes	52	0	0	16	31	17	33	19	37	1138	52	0	31	33	37	1138	4306	1	24	33	42	1136
No	186	6	3	101	54	46	25	33	18	1143	184	3	54	25	18	1143	10702	5	43	30	21	1142
Migrant																						
Yes	0										0						4					
No	238	6	3	117	49	63	26	52	22	1142	236	2	49	27	22	1142	15004	4	38	31	27	1141
Gender																						
Female	118	0	0	55	47	34	29	29	25	1141	116	0	46	29	25	1141	7248	3	38	33	27	1140
Male	120	6	5	62	52	29	24	23	19	1143	120	4	52	24	20	1143	7760	5	38	29	28	1141
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						293	1	23	37	39	1137
No	238	6	3	117	49	63	26	52	22	1142	236	2	49	27	22	1142	14715	4	38	31	27	1141
Gifted/talented program																						
Yes	1										1						521	31	63	4	2	1157
No	237	6	3	116	49	63	27	52	22	1142	235	2	49	27	23	1142	14487	3	37	32	28	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

WRITING RESULTS

Test Date: May 2009
SAU: MSAD 60
School: Noble High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1162-1180)	2006-2007	9	4	9	4	937	6
	2007-2008	8	3	8	3	962	7
	2008-2009	20	9	20	9	1062	7
	Cum. Total*	37	5	37	5	2961	7
Meets the Standards – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1142-1160)	2006-2007	96	41	89	40	6167	41
	2007-2008	105	44	105	43	5564	38
	2008-2009	108	46	105	45	5706	39
	Cum. Total*	309	44	299	43	17437	39
Partially Meets the Standards – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1130-1140)	2006-2007	83	36	83	37	4723	31
	2007-2008	89	37	88	36	4679	32
	2008-2009	66	28	66	29	4487	31
	Cum. Total*	238	34	237	34	13889	31
Does Not Meet the Standards – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2006-2007	45	19	43	19	3227	21
	2007-2008	39	16	41	17	3376	23
	2008-2009	39	17	40	17	3408	23
	Cum. Total*	123	17	124	18	10011	23

WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009
SAU: MSAD 60
School: Noble High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	233	20	9	108	46	66	28	39	17	1142	231	9	45	29	17	1142	14663	7	39	31	23	1140
Ethnicity																						
African American/Black	1										1						302	2	22	32	44	1133
American Indian or Native Alaskan	0										0						100	2	23	35	40	1134
Asian or Pacific Islander	4										4						219	10	37	27	26	1141
Hispanic	2										2						151	4	29	32	35	1135
Caucasian/White	226	19	8	104	46	64	28	39	17	1142	224	8	45	29	18	1142	13891	7	40	31	23	1140
Not Reported	0										0						0					
Identified disability																						
Yes	44	2	5	7	16	11	25	24	55	1131	45	4	16	24	56	1130	1861	0	8	21	71	1125
No	189	18	10	101	53	55	29	15	8	1145	186	10	53	30	8	1145	12802	8	43	32	16	1142
Current LEP																						
Yes	1										1						224	0	8	28	64	1127
No	232	20	9	108	47	65	28	39	17	1142	230	9	46	28	17	1142	14439	7	39	31	23	1140
Economically disadvantaged																						
Yes	49	0	0	23	47	15	31	11	22	1138	49	0	47	31	22	1138	4121	2	27	33	38	1134
No	184	20	11	85	46	51	28	28	15	1143	182	11	45	28	16	1143	10542	9	44	30	18	1142
Migrant																						
Yes	0										0						3					
No	233	20	9	108	46	66	28	39	17	1142	231	9	45	29	17	1142	14660	7	39	31	23	1140
Gender																						
Female	115	10	9	57	50	33	29	15	13	1143	113	9	49	29	13	1143	7103	9	43	31	17	1143
Male	118	10	8	51	43	33	28	24	20	1141	118	8	42	28	21	1141	7560	6	35	30	30	1138
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						291	3	25	36	35	1135
No	233	20	9	108	46	66	28	39	17	1142	231	9	45	29	17	1142	14372	7	39	30	23	1140
Gifted/talented program																						
Yes	1										1						520	43	52	3	1	1159
No	232	20	9	107	46	66	28	39	17	1142	230	9	45	29	17	1142	14143	6	38	32	24	1139

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

Test Date: May 2009
SAU: MSAD 60
School: Noble High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1162-1180)	2008-2009*	8	3	7	3	602	4
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1142-1160)	2008-2009*	92	39	91	39	5431	37
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1134-1140)	2008-2009*	58	25	58	25	3876	26
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (scaled score 1100-1132)	2008-2009*	78	33	78	33	4958	33

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	56	100	23.20	41.4	23.11	41.3	22.76	40.6
D. The Physical Setting	34	61	13.40	39.4	13.35	39.3	13.63	40.1
D1/D2 Earth/Space	14	25	6.06	43.3	6.01	42.9	6.05	43.2
D3/D4 Matter and Energy/Force and Motion	20	36	7.34	36.7	7.33	36.7	7.58	37.9
E. The Living Environment	22	39	9.80	44.5	9.76	44.4	9.13	41.5

The MHSA assesses students' science knowledge based on questions that measure the science accountability content standards highlighted in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009
SAU: MSAD 60
School: Noble High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	236	8	3	92	39	58	25	78	33	1141	234	3	39	25	33	1141	14867	4	37	26	33	1140
Ethnicity																						
African American/Black	1										1						311	1	18	20	61	1133
American Indian or Native Alaskan	0										0						102	1	19	30	50	1135
Asian or Pacific Islander	4										4						225	5	40	20	36	1141
Hispanic	1										1						152	2	23	18	57	1136
Caucasian/White	230	7	3	91	40	56	24	76	33	1141	228	3	39	25	33	1140	14077	4	37	26	32	1141
Not Reported	0										0						0					
Identified disability																						
Yes	45	1	2	6	13	6	13	32	71	1133	46	2	13	15	70	1133	1928	0	9	18	72	1131
No	191	7	4	86	45	52	27	46	24	1143	188	3	45	27	24	1142	12939	5	41	27	28	1142
Current LEP																						
Yes	1										1						234	0	10	11	79	1129
No	235	8	3	92	39	58	25	77	33	1141	233	3	39	25	33	1141	14633	4	37	26	33	1140
Economically disadvantaged																						
Yes	52	0	0	17	33	12	23	23	44	1137	52	0	33	23	44	1137	4264	2	24	26	47	1136
No	184	8	4	75	41	46	25	55	30	1142	182	4	41	25	30	1141	10603	5	41	26	28	1142
Migrant																						
Yes	0										0						4					
No	236	8	3	92	39	58	25	78	33	1141	234	3	39	25	33	1141	14863	4	37	26	33	1140
Gender																						
Female	118	1	1	39	33	32	27	46	39	1138	116	1	33	27	40	1138	7179	2	32	29	37	1139
Male	118	7	6	53	45	26	22	32	27	1143	118	5	45	23	27	1143	7688	6	40	23	30	1142
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						287	2	23	26	49	1136
No	236	8	3	92	39	58	25	78	33	1141	234	3	39	25	33	1141	14580	4	37	26	33	1140
Gifted/talented program																						
Yes	1										1						517	28	65	6	1	1156
No	235	8	3	92	39	57	24	78	33	1141	233	3	39	24	33	1141	14350	3	35	27	35	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number